



General Assembly

January Session, 2017

Amendment

LCO No. 6176



Offered by:
REP. MILLER P., 145th Dist.

To: House Bill No. 7205

File No. 458

Cal. No. 319

"AN ACT CONCERNING EARLY LITERACY."

1 Strike section 2 in its entirety and insert the following in lieu thereof:

2 "Sec. 2. (NEW) (*Effective July 1, 2017*) (a) The Department of
3 Education shall establish a reading readiness program that provides
4 tiered supports in early literacy to each school district designated as an
5 alliance district, pursuant to section 10-262u of the general statutes,
6 and each school participating in the commissioner's network of
7 schools, pursuant to section 10-223h of the general statutes. The
8 department shall conduct an assessment of the reading readiness of
9 students enrolled in kindergarten to grade three, inclusive, for each
10 such school and school district. Such reading readiness assessment
11 shall consider any combination of the following: (1) Whether such
12 school or school district has developed and is implementing a
13 multiyear plan and allocated resources specifically for early literacy in
14 kindergarten to grade three, inclusive, (2) whether teachers and
15 administrators have received training regarding the science of teaching
16 reading, and the extent to which teachers and administrators have

17 completed the program of professional development in scientifically
18 based reading research and instruction, pursuant to section 10-148b of
19 the general statutes, (3) the level of access to external coaches in
20 literacy, and (4) whether there is reading intervention staff embedded
21 at such school or in the school district.

22 (b) The department shall identify the early literacy needs of each
23 school and school district described in subsection (a) of this section
24 based on the results of the reading readiness assessment conducted
25 pursuant to said subsection (a), and provide tiered supports in early
26 literacy as follows:

27 (1) Tier one universal supports shall be provided to each such
28 school district that is an educational reform district, as defined in
29 section 10-262u of the general statutes, and include online professional
30 development modules aligned with the reading instruction survey, as
31 described in section 10-145r of the general statutes, as amended by this
32 act, and other literacy modules and programs available in the state;

33 (2) Tier two targeted supports shall include (A) a two-year program
34 of literacy leadership training for certain teachers and administrators,
35 (B) targeted professional development, in accordance with the
36 provisions of section 10-148b of the general statutes, using the results
37 of the reading instruction survey, as described in section 10-145r of the
38 general statutes, as amended by this act, and (C) external coaching
39 support using funding received pursuant to section 10-223h or 10-262u
40 of the general statutes; and

41 (3) Tier three intensive supports shall include multiyear support
42 from the department and a commitment from such school or school
43 district, that includes, but need not be limited to, (A) the use of
44 funding received pursuant to section 10-262u of the general statutes to
45 support an early literacy program for students enrolled in
46 kindergarten to grade three, inclusive, (B) technical support in the
47 drafting and submission of alliance district reading plans, as described
48 in section 10-262u of the general statutes, (C) identifying and

49 embedding dedicated literacy coaches and reading interventionists,
50 (D) targeted and intensive professional development, and (E) funds for
51 assessment and instructional materials.

52 (c) Any tiered supports in early literacy provided under this section
53 shall be aligned with any turnaround plan, developed pursuant to
54 section 10-223h of the general statutes, or alliance district plan,
55 developed pursuant to section 10-262u of the general statutes, as
56 applicable."